DOCUMENT RESUME

ED 282 599 JC 870 233

TITLE The Agenda: An Initial Study of Critical Curricular Issues in the Los Angeles Community Colleges.
INSTITUTION Los Angeles Community Coll. District, CA. Office of Educational Policy.
PUB DATE Feb 87
NOTE 31p.; Prepared by the Ad Hoc Planning Group, Core Curriculum Development Laboratory.
PUB TYPE Viewpoints (120)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Ancillary School Services; *College Curriculum; *College Planning; *Community Colleges; Curriculum Development; Curriculum Problems; *Faculty College Relationship; Faculty Development; Multicampus Districts; Professional Development; *Student Personnel Services; *Teaching Methods; Two Year Colleges

ABSTRACT

In March 1986, the Core Curriculum Development Laboratory (CCDL) was established in the Los Angeles Community College District (LACCD) to develop "vertical" or sequential programs of study leading to the completion of the desired degree objective within two years. The first activities of the CCDL focused on learning what other institutions have learned and/or undertaken regarding core programs; becoming familiar with high school requirements; and determining how this information could be applied within the LACCD. As a result, the CCDL identified a number of concerns, issues, and problems related to: (1) instructional strategies, course content, and instructional support; e.g., remedial reading and writing assignments had little relation to the content of students' other courses, students needed broader exposure to cultural and ethnic diversity, and faculty recognized a need for clearer and more specific measures of competency; (2) matriculation; e.g, students were often confused by the variety of courses to choose from; there were no specific course sequences for math and physical science students to follow; and there was a lack of tutoring, advisement, and peer support systems for students; and (3) faculty support and recognition; e.g., there was a lack of adequate, quality, in-service training and instructional updating, a need for more clerical support and equipment, and a lack of opportunities for creating networks of faculty across discipline and campus lines. A time schedule and timeline for the development of a permanent CCDL is included. (EJV)

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The AGENDA

An Initial Study of Critical Curricular Issues
In the Los Angeles Community Colleges

Prepared by
Ad Hoc Planning Group
Core Curriculum Development Laboratory

FEBRUARY 1987

Los Angeles Community College District
Division of Educational Research and Development
Office of Educational Policy

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APPENDIX (appended to selected copies)

COMMENT - By Project Director

The teaching - learning process in the Los Angeles Community Colleges continues to involve essentially a teacher with a student; however, this process continues to become increasingly complex. How? The precollegiate experience of students as well as other factors affecting the teaching process such as technology, information overload, fiscal constraints, and third party rules in the 1980's is forcing considerable change.

Complexity in the teaching - learning process is continually being compounded in Los Angeles because the "Second Ellis Island" requires special educational opportunities and support. The passage of Proposition 63 in November 1986 by the California voter may also bring more legislation affecting community college instruction.

In this changing environment, the challenges facing the instructor as well as student in the Los Angeles Community Colleges are several, a few of which are within control. One of these is to review the educational menu provided the student. Can the student read the menu of 5000 courses in the curriculum data base and take appropriate courses in a timely fashion to attain his objective, whether it be to transfer to the university, get a certificate of proficiency, learn to become a more educated citizen, or upgrade his skills. The challenge is the assurance that the student has confidence that he can attain his objective through a core curriculum appended with additional requisites in a reasonable time frame.

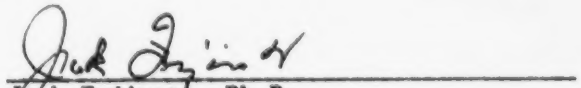
It is to this end that a group of dedicated and perceptive persons in the Los

Los Angeles Community Colleges expressed their concerns about the teaching - learning process. Over a three month period, these concerns were first synthesized to issues and subsequently, to problems. It is these concerns, issues, and problems documented in THE AGENDA. With the identification of these problems, the business of the Core Curriculum Development Laboratory can begin. The permanent staff for the Laboratory is scheduled to start work in February 1987.

In working with the Ad Hoc Planning Group it was my observation such a Laboratory driven by a small, select faculty cadre can effectively address the problems presented in THE AGENDA. A stronger and more relevant student experience should emanate from these efforts.

THE AGENDA is being published in an abridged and unabridged version. The latter includes an appendix filled with a record of meetings, special comments by individual members of the Planning Group, as well as some significant reading references. It is the intent of the Group to publish a limited quantity of the unabridged AGENDA.

Personally, I wish to acknowledge the dedicated cooperative effort of the TEAM as named in the report. I wish the Laboratory success. Through their success, the students coming to the Los Angeles Community Colleges will find their success.



Jack Fujimoto, Ph.D.
Project Director
Ad Hoc Planning Group
Core Curriculum Development Laboratory

EVOLUTION OF THE AGENDA

A Beginning

On March 5, 1986, Chancellor Leslie Koltai, in his State of the District address, proposed the establishement of a Core Curriculum Development Laboratory (CCDL). Its purpose, as he called for it, was to develop educational programs, work with campus faculty and curriculum committees, implement newly developed programs, and monitor their success as academic delivery systems. Additionally, the Laboratory would be a catalyst for experiments in course linkages and interdisciplinary teaching. Chancellor Koltai further elaborated that the Laboratory shall consist "of a cadre of no more than five persons from the fields of Psychology, History, Foreign Languages, and related fields with appropriate administrative and staff support."

Subsequently, Vice Chancellor Cedric Sampson clarified the purpose and structure of the Core Curriculum Development Laboratory. He described the CCDL as a task force that would develop "vertical" or sequential programs of study leading to completion of the desired degree objective within the established two years, instead of the current situation of a "horizontal" educational structure where students flounder from course to course without achieving their final objective.

In Fall 1986, the Board of Governors, California Community Colleges, published two informatives, "Matriculation Plan" and "Proposal for Strengthening Academic Standards," that called for adequate assessment of entrance and exit skills in language and computation as well as completion of degree objectives within a reasonable period of time. Coupling these informatives (adopted in January 1987) with their previously mandated course classification reform movement has provided considerable impetus for the existence of a Laboratory.

Further support for the existence of CCDL was found in the Carnegie Study, "College: The Undergraduate Experience in America."[1] As a remedy to some problems in higher education, the Study recommended the establishment of an "integrated core" which was defined as a "program of study that introduces a student to essential knowledge, to connections across the disciplines, and, in the end, to the application of knowledge to life beyond the campus." The areas of study to be integrated are identified as Language, Art, Heritage, The Social Web, Nature, Work and Identity.

More specifically,

> "The aim of the undergraduate experience is
> not only to prepare the young to be productive,
> but also to enable them to live with dignity and purpose;
> not only to generate new knowledge,
> but to channel that knowledge to humane ends:
> not merely to study government,
> but to shape a critizenry that can promote the public good."[2]

Quality education for each student in the Los Angeles Community College District is crucial. To provide the wisdom and energy to the thousands annually passing through is essential. With pronouncements from the Carnegie Study and policies from the governing agency of California's Community Colleges, Chancellor Koltai's recommendation to establish a Core Curriculum Development Laboratory was an excellent beginning for curricular exploration, experimentation, revision and reform.

1"College: The Undergraduate Experience in America," Chronicle of Higher Education, November 5, 1986.

2 Op cit.

THE PLAYERS

To make the Core Curriculum Development Laboratory (CCDL) come alive, plans and staff were essential; therefore, nine full time tenured faculty members from several colleges within the District were interviewed and assigned in October, 1986 to develop THE AGENDA, a set of plans for the Laboratory. These players were augmented with resource staff as well as a non-District curriculum specialist to form a team.

The team listened and probed or queried outstanding educators as well as conducted their individual investigative studies. Some who provided their time to discuss "core curriculum" were as follows:

Dr. Arthur Cohen, Professor of Higher Education, UCLA, and Director, ERIC Clearinghouse

Dr. Clive Grafton, Associate Dean, School of Education, University of Southern California

Mr. Harold Connolly, Curriculum Specialist, Santa Monica High School

Dr. Catherine Edwards, Media Specialist, Los Angeles County Schools Office

Dr. Roslyn Heyman, Associate Superintendent for Instruction, Los Angeles Unified School District

Mr. Robert Zavala, Academic Senate, Los Medanos College

Dr. Jose Galvan, Language Specialist, UCLA

Dr. Raul Aceves, Dean of Community Relations, California State University, Dominguez Hills

In addition, Dr. Leslie Koltai and Dr. Cedric Sampson spent considerable time and effort towards the development of THE AGENDA.

Also, the Center for Academic Interdisciplinary Programs at UCLA (Juan Lara and

Gayle Byock) provided academic stimulation and facilities for individual group meetings. A network of personalities and thoughts continued to evolve. THE AGENDA is a product of that evolution by interfaces, thought exchange, and conclusions.

As a tentative working definition, "core curriculum" was described as a collection of integrated courses and services offered to all students in pursuit of a specific objective, (e.g. transfer, occupational certificate, associate degree). Furthermore, a "core curriculum" insures that a student, upon graduation, shall possess:

- o sufficient skills and background knowledge
- o completion of education outcomes
- o satisfactory completion of minimum competencies
- o achievement of the kinds of critical thinking skills which are crucial to an informed citizen in a democracy
- o a deeper knowledge of himself, his society and his relation to the world
- o the intellectual skills necessary to become a self-sustaining, independent, informed citizen of a democracy.

Now, to introduce the Players on the team who were known during the course of October through January as the Ad Hoc Planning Group of the Core Curriculum Development Laboratory:

Faculty Appointments:

Bruce Anders, English, West Los Angeles College

James Hardesty, Mathematics, Los Angeles Pierce College

Lauren McKenzie, Mathematics/Science, Los Angeles Harbor College

Faculty Appointments - contd.

James Rikel, Life Sciences, Los Angeles Pierce College

Ruth Suyama, History, Los Angeles Mission College

Carmelite Thomas, Humanities/Languages, Los Angeles City College

Clyde Titus, Business/Aircraft, West Los Angeles College

Patricia Wilson, Fashion Design, Los Angeles Trade Technical College

George Wistreich, Life Science/Allied Health, East Los Angeles College

Curriculum Specialist

Lolly Horn, UCLA

Resource Staff from the Los Angeles Community College District:

Jack Fujimoto, Chair

Mae Seidner, Assistant Chair

Lloyd Thomas

Joan Clemons

Barbara Hobbs

Rose Marie Patino

Ex-Officio:

Leslie Koltai, Chancellor

Cedric Sampson, Vice Chancellor, Educational Research & Development

Patricia Siever, President, District Academic Senate

THE GAME PLAN

During the Fall 1986 semester, the Preliminary Core Curriculum Development Laboratory Committee responded to Chancellor Koltai's challenge for developing new agendas for excellence within the LACCD by focusing on the following activities:

- Learning what other institutions have learned and/or undertaken regarding core programs
- Familiarization with what is currently required for students from feeder high schools.
- Synthesizing and analyzing information to determine how it could be feasibly applied to the greatest benefit for the Los Angeles Community College System.

Through the course of discussion the CCDL Committee identified specific ISSUES, CONCERNS, AND PROBLEMS that were relevant in principle to all campuses and to the establishment of a viable Permanent Core Curriculum Development Laboratory. These issues tended to fall within three general categories: Instructional Strategies, Matriculation, and Faculty Support and Recognition.

The following sections represent each area and present in condensed form what the CCDL Committee defined as top priority issues. Appendices, upon request, shall be provided with more detailed information regarding identified topics.

THESE CHAPTERS REPRESENT RECOMMENDATIONS TO THE PERMANENT CCDL FOR CONSIDERATION FOR THEIR OPERATING A G E N D A.

INSTRUCTIONAL STRATEGIES

The Core Curriculum Development Laboratory (CCDL) identified a number of concerns, issues, and problems in this area. Paramount among these, in many cases, the reading and writing assignments which students are given in remedial courses tend to have no relation to the content and subjects which they are studying in other courses. A corollary to this is that Non-English teachers often omit writing assignments from their courses because they are unwilling to deal with the poor quality of their students' writing. Yet, writing is central to the learning process in all subjects. We currently have no English adjuncts to existing courses. Nor is there any sustained effort to link English courses with content courses by developing theme-centered, collaborative assignments. A rich resource for the support of writing instruction, qualified, trained peer tutors, remains undeveloped or ignored.

The CCDL also noted that students need to be exposed to a broader spectrum of the cultural and ethnic diversity which characterizes our modern world. A commonly observed problem is the lack of cultural units in existing courses.

CCDL Faculty stress the need for clearer and more specific measures of competency both for entrance into a course and successful completion of a course and/or program.

They recognized that too often technical and vocational students are not being educated broadly enough so that they can benefit from and contribute to society as a whole.

The CCDL felt that traditional discipline-oriented curricula may no longer be compatible with the fiscal realities facing this district. Consolidation and combination of courses that reach across the curriculum might avoid the current duplication of courses and be a healthy benefit to the district.

INSTRUCTIONAL STRATEGIES: COURSE CONTENT

Concern	Issue	Problem
o Perceptions of value, relevancy and connections	"What does this course have to do with anything in real life?"	CAN EXISTING COURSE OFFERINGS BE IDENTIFIED WHICH HAVE CROSS DISCIPLINE CONNECTIONS?
o Courses that do not fit in	"When we introduced this course, it was very popular. Now, it's hard to offer a section."	WHICH COURSES ARE NOT PART OF A CORE PROGRAM? CAN ANY BE DELETED, REVISED, OR REPLACED?
o Emphasize English as an adjunct to content courses	Writing promotes learning and is a legitimate part of all courses.	NON-ENGLISH INSTRUCTORS ARE RELUCTANT TO ASSIGN WRITING
o Develop adjunct delivery modes for English classes. Develop block programs, theme centered, linking English classes through collaborative assignments to other college subjects.	Arbitrary to coincidental relation of reading/ writing materials in remedial classes to books and writing assignments in other classes in the curriculum.	REMEDIAL READING/WRITING CLASSES COULD DELIVER INSTRUCTION IN FORMS MORE CLOSELY RESEMBLING THE OTHER SUBJECTS AND MATERIALS STUDENTS STUDY.
o Develop Critical Thinking	Students should be learning how to solve problems, not just memorize facts.	BECAUSE OF SKILLS DECLINE AMONG STUDENTS, FACULTY OVER-RELY ON MULTIPLE-CHOICE TESTS WHICH EMPHASIZE ROTE RECALL.
o English teachers assigned to a division	How to establish a collegial atmosphere for faculty interaction to enhance course content.	NON-ENGLISH FACULTY ARE UNDERSTANDABLY RELUCTANT TO BECOME "ENGLISH" TEACHERS.
o Create high school/ Comm. Coll./university network among students and faculty	Intersegmental co-operation in order to emphasize the community college role in achieving a variety of goals.	PRESENT CC STUDENTS DON'T SEE ENOUGH "ROLE-MODELS" OF SUCCESSFUL CC TRANSFER STUDENTS; HIGH SCHOOL STUDENTS NEED TO VIEW CC AS A QUALITY INSTITUTION OF HIGHER EDUCATION.

INSTRUCTIONAL STRATEGIES: COURSE CONTENT

Concern	Issue	Problem
o Shift from knowledge transmission to true skills development	Educational research suggests the lecture "presentational" mode is not effective with current students; interactive, collaborative classroom strategies offer a chance for more student participation, involvement, commitment.	OVER-RELIANCE ON TRADITIONAL LECTURE FORMAT WITH TEACHER AS A "LONELY BROADCASTER"
o Students failing or not receiving enough depth in their major studies.	Instructors required to remediate many students within their classes.	STUDENTS DO NOT POSSESS ENTRY LEVEL SKILLS REQUIRED FOR STUDYING THEIR SPECIAL SUBJECT AREAS. REQUISITE SKILLS NOT ADEQUATELY IDENTIFIED IN MANY AREAS.
o Americans (students) not as well informed or sensitive to other cultures as required by today's world.	Very few students pursue studies of other cultures either as a major or as a general education experience.	NOT ENOUGH OFFERINGS IN OTHER CULTURES, PARTICULARLY THE NON-EUROPEAN SOCIETIES.
o Evidence of rejection & aggression toward "different" groups.	Need references to other cultures in course outlines	LESS THAN IDEAL LEVEL OF INTEREST & PREPARATION IN OTHER CULTURES BY FACULTY.
o Students not being educated to benefit from & contribute to society at large.	Very few pursue an Associate Degree.	GENERAL EDUCATION REQUIREMENTS TOO EXTENSIVE FOR FIELDS REQUIRING HEAVY PREPARATION IN THE MAJOR.
o Students not knowledgeable of foreign methods & attitudes used in comparable areas of employment.	Students not studying foreign cultures or employment methods.	LACK OF DEVELOPMENT OF FOREIGN BUSINESS PROGRAMS. NOT ENOUGH OFFERINGS IN STUDIES OF OTHER CULTURES.
o Students unable to converse with foreign contacts relevant to their studies.	Foreign languages not studied by sufficient numbers of students.	STUDENTS NOT BEING MADE AWARE OF NECESSITY OF FOREIGN LANGUAGE PROFICIENCY.

INSTRUCTIONAL STRATEGIES: COURSE CONTENT

Concern	Issue	Problem
o Foreign Student's are not knowledgeable of school procedure.	Foreign/non-English speaking students need to be advised HOW as well as WHAT	FOREIGN/NON-ENGLISH SPEAKING STUDENTS AND THEIR PROFESSORS ARE FRUSTRATED BY THEIR LACK OF KNOWLEDGE OF THE PROCESS AND WHAT ARE REALISTIC EDUCATIONAL EXPECTATIONS.
o Developing transfer Core Curriculum for specific majors	There is no special transfer package in the LACCD	STUDENTS TEND TO TAKE TOO MUCH OR TOO LITTLE IN THEIR SPECIFIC MAJORS.
o Relevance of Remediation	Arbitrary or coincidental relation of reading/ writing skills teaching to learning in other subjects of college curriculum.	REMEDIAL READING/WRITING CLASSES NEED TO DELIVER SKILLS INSTRUCTION IN FORMS MORE CLOSELY RESEMBLING THE SUBJECTS AND MATERIALS IN WHICH STUDENTS STUDY.
o Criteria for Course Approval	Recently outside groups, e.g., legislature, Governor, BOG, Industry, etc., have increased their role in influencing Community College curriculum.	STUDENTS DO NOT DETERMINE COURSES, OTHERS DO. PRESSURE TO CHANGE COMES FROM STATE, ETC.

INSTRUCTIONAL STRATEGIES: INSTRUCTIONAL SUPPORT

Concern	Issue	Problem
o Obsolescence of equipment and inadequate supplies	"To properly teach this course, I need twice as many microscopes and a new set of prepared specimen slides."	IS THERE A MECHANISM TO PROVIDE AND MAINTAIN A SUFFICIENT FISCAL SUPPORT LEVEL FOR CLASSROOM SUPPORT NEEDS?
o The adequacy of instructional support for each instructional program.	Over the last 5 years the decline in instructional support has seriously affected the quality of instruction throughout the district.	FUNDING FROM TRADITIONAL SOURCES IS PROJECTED NOT TO INCREASE IN THE FUTURE. HOW CAN INSTRUCTIONAL SUPPORT BE IMPROVED IN THIS CLIMATE?
o Correlation between expected educational delivery and associated costs for supplies, maintenance and repair within the LACCD.	Decisions regarding resource allocations are being made by individuals not familiar with course/ program specific needs.	FACULTY HAVE LITTLE INPUT IN DIRECTING FUNDS TO THE MAINTENANCE AND BENEFIT OF INSTRUCTIONAL PROGRAMS.
o Are Community Colleges still "open door" institutions?	State revenues to community colleges have reached no growth point for the foreseeable future.	HOW DO WE ALTER LACCD CURRICULUM TO ADDRESS THIS FISCAL CONDITION? IS "SHORT CYCLE" EDUCATION STILL VIABLE?

MATRICULATION

The CCDL Planning Committee noted that students are often confused and bewildered by the variety of courses from which they must choose. Frequently the sequence of prerequisites frustrates a student's desire to progress towards a degree in a timely manner.

For instance, one CCDL member lamented that there are no specific paths for students in Mathematics and the Physical Sciences to follow. As a result, students are taking in excess of two years, and typically three years, to prepare for transfer to a four-year college or university.

The lack of sufficient support systems for students in the areas of tutoring, advisement, peer support groups was identified as a major concern. Since the control of tutors is currently outside of departments, there is no stucture to develop tutors in a certain area. Also, there is no structure to develop peer advisors out of lower-level students and no possibility of gaining credit for tutoring or advising.

MATRICULATION: ADVISEMENT

Concern	Issue	Problem
o Confusing collection of concerns/programs inhibits the flow of students through the curriculum	"What courses do I take?	LACK OF AWARENESS/LACK OF OBJECTIVES/GOALS BY STUDENTS ENTERING C.C.
o Competencies required for success	"I want to major in XXX, but am I ready?	RELATIVELY FEW LACCD COURSES AND/OR PROGRAMS OF INSTRUCTION (EXCEPT IN VOCATIONAL AREAS), ARE DEFINED IN TERMS OF ENTRANCE REQUIRED COMPETENCIES, AND SPECIFIC EXIT SKILLS AND KNOWLEDGE.
o Availability of offerings in a program	"I planned to take course XXX this spring to complete my program, but it is not offered."	WHAT COURSE OFFERINGS WILL MAXIMIZE STUDENT OPPORTUNITIES TO COMPLETE A PROGRAM AND MAINTAIN COMMITMENT?
o First year drop rate/ poor student retention	Lack of student support services.	STUDENTS NEED SPECIAL COUNSELING ON A REGULAR BASIS AS WELL AS CONTINUOUS ASSESSMENT.
o Student not completing their programs in 2 or 3 years	Confusing array of classes fulfilling the same requirements. Unclear sequencing of courses for specific objectives (certificates, degree or attaining remedial skills at given levels). Development of courses without inter-department communication causing duplication. Development of curricula without interdepartmental consultation.	TURF PROTECTION EQUALS FEAR OF LOSING CONTROL OVER INDIVIDUAL DISCIPLINES & FEAR OF LOSS OF POSITIONS OR PROGRAMS.

MATRICULATION: ADVISEMENT

Concern	Issue	Problem
o What impact will the implementation of a matriculation plan have on the educational delivery system?	State mandated implementation of matriculation plan.	NO NEW FUNDS WILL BE PROVIDED. WHICH DEPARTMENTS WILL BE IN DANGER?

MATRICULATION: ASSESSMENT

Concern	Issue	Problem
o Educational outcomes	"Will your graduates be able to ...?"	WHERE WILL GRADUATES BE TEN YEARS LATER RELATIVE TO COLLEGE, STUDENT, AND EMPLOYER EXPECTATIONS?
o Student Achievement	Low performance/writing of curriculum/unacceptable grades.	LOW STANDARDS/EXPECTATIONS "REVOLVING DOOR STUDENTS"
o Drop-outs	Inability to track completers and drop by semi-trained students.	FOLLOWUP AND PLACEMENT PROCEDURE DO NOT CONTINUE WITH STUDENT AFTER ENROLLMENT TO ADDRESS HIS/HER PERSONAL CONCERNS & INTERESTS.
o Heavy drop-out rate.	Lack of support system (or inadequate ...) in tutorial, advisement, peer support groups. Inadequate advising for proper placement. Inadequate follow-up of student tested for skill profiency to assure their proper level placement.	NON-EXISTENCE OF TUTORIAL CORPS. CONTROL OF TUTORS OUTSIDE OF DEPARTMENTS NO STRUCTURE TO DEVELOP TUTORS OR PEER ADVISORS OUT OF HONOR LEVEL STUDENTS. NO POSSIBILITY OF CREDIT FOR TUTORING OR CREDIT FOR ADVISING, ETC.

MATRICULATION: CAREER OBJECTIVES

Concern	Issue	Problem
o Heavy drop-out rate	Course content seen as irrelevant to work or academic career objectives.	CLASSES BASED ON TEXTBOOK CONTENT WITHOUT COMPONENTS DEMONSTRATING THEIR RELEVANCE TO GIVEN NEEDS OR AREAS OF EXPERTISE DEMANDED BY WORK ENVIRONMENT OR BY ADVANCED LEVEL CLASSES.
o Courses are not always relevant to the job market.	Courses/programs being offered are being judged on the basis of cost rather than value to the job market or community.	SECOND YEAR CLASS OFFERINGS ARE BEING SIGNIFICANTLY REDUCED. THIS CAN LEAD TO INCREASED DROP-OUT.

FACULTY SUPPORT AND RECOGNITION

The CCDL Planning Committee stressed the current lack of adequate, quality, in-service training and instructional updating in specific disciplines. Workshops are scheduled on a sporadic basis, but no continuing sustained plan for keeping faculty updated in the most effective teaching techniques and the newest research and practices in their specific fields.

As the key agents in curriculum renewal and the catalysts for student learning, faculty are also in need of more clerical support and equipment.

Opportunities for creating networks of faculty across discipline and campus lines was identified as another concern. For faculty to grow and deepen their professional expertise, they need regular opportunities to meet and confer with their colleagues. Too often, without being aware of it, faculty's professional horizons shrink to the four walls of their classroom. While all faculty are dedicated and committed to the classroom, their insight into the craft of teaching can only be truly enhanced by sharing their concerns with other faculty. Teachers are the best teachers of other teachers, and often the best staff development occurs when faculty get a chance to meet across discipline lines.

FACULTY SUPPORT AND RECOGNITION

Concern	Issue	Problem
o Problem not perceived by faculty	"What's the matter with what I teach and have been teaching for 20 years?"	WHAT ARE SOME EXCITING AND REWARDING OPPORTUNITIES FOR STAFF DEVELOPMENT THAT WILL GENERATE ON-GOING SUPPORT AND ENTHUSIASM FOR THE IMPROVEMENT OF CURRICULAR OFFERINGS?
o Create Faculty Network Teams	Encouraging a truly collegial environment on each campus-- Providing opportunities for faculty professional growth	FACULTY ISOLATION IN CLASSES--LITTLE CHANCE TO INTERACT WITH OTHER CHALLENGING MINDS
o Obsolete course content and teaching methodologies - requirements based on tradition, not need - not keeping up with national and international trends in method and form of teaching a specific subject.	Loss of popularity enrollment in certain programs.	LACK OF SKILL UPDATING BY FACULTY. NO INCENTIVES (FINANCIAL OR CAREER ADVANCEMENT) FOR ATTENDANCE OF WORKSHOPS, SEMINARS, ETC. NO TIME TO KEEP UP DUE TO HEAVY TEACHING LOAD - LACK OF PROFESSIONAL PUBLICATIONS RECEIVED IN DEPARTMENTS DUE TO BUDGET.
o Our programs not being perceived as valid for job placement or as valuable for academic advancement. Our schools becoming "2nd class" and students opting for neighboring schools with better image.	Public Self-Deprecation Public self-criticism and inner-fighting - Lack of trust between faculty and administration.	FACULTY NOT FULLY AWARE OF BUDGET RESTRICTIONS IMPOSED BY STATE - FORM AND LACK OF EVIDENT LOGIC OF 1985-86 LAY-OFFS - LACK OF PARTICIPATION BY FACULTY & CHAIRS IN BUDGET DECISION MAKING.
o Create high school/ Comm. Coll./university network among students and faculty	Intersegmental cooperation in order to emphasize the community college role in achieving a variety of goals.	PRESENT CC STUDENTS DON'T SEE ENOUGH "ROLE-MODELS" OF SUCCESSFUL CC TRANSFER STUDENTS; HIGH SCHOOL STUDENTS NEED TO VIEW CC AS A QUALITY INSTITUTIONS OF HIGHER EDUCATION.

FACULTY SUPPORT AND RECOGNITION

Concern	Issue	Problem
o The lack of adequate, quality, in-service training and/or instructional updating in specific disciplines and techniques in the delivery of instruction While there are occasional workshops, no plan for continuing education for faculty as well as classified employees exists within the LACCD.	The LACCD is not organized to provide continuing education for its staff on a continuing basis. A staff not kept up-to-date becomes a major detriment to the system from the standpoint of quality instructional programs, and the recruitment of students. An outdated faculty and related staff do not perform well and may in reality be looked down upon by colleagues.	THE LACCD IS IN DESPERATE NEED OF A FUNCTIONAL PROGRAM OF IN-SERVICE TRAINING AND THE INCENTIVES NECESSARY FOR POSSIBLY RETRAINING OF ITS STAFF. THE COMPETITIVE NATURE BEING ASSUMED BY EDUCATIONAL SYSTEMS CLEARLY EMPHASIZE THE APPEAL AND VALUE OF AN UPDATED FACULTY AND SUPPORTIVE STAFF NOT ONLY IN THE RECRUITMENT OF NEW STUDENTS, BUT IN THE FUNCTIONING OF THE SYSTEM.

THE SCHEDULE

With the players and game plan available through THE AGENDA, it appears that there needs to be a long-term commitment to want to effect changes or reforms to the educational process in the Los Angeles Community Colleges. To that end, the staff of the Laboratory, who may be different in composition from THE AGENDA players, may wish to evaluate and prioritize the "problems" so that "no-cost" "high visability" "immediately implementable" solutions occur first. The more "complex," "costly," "policy shift" solutions will undoubtedly require more time, team effort, and at times, educating the constituency.

Where possible, introducing technology into the curriculum may be more readily apparent by combining forces with activities of the Commission on the Advancement of Teaching, chaired by Patricia Siever, District-wide Academic Senate President. Or, staff professional growth may be encouraged through joint efforts with the vocational education thrust and funding led by Marilyn Urmston. Or, instructional curricular revision as mandated by compliance to Title V provisions may help considerably with solving instructional strategies problems.

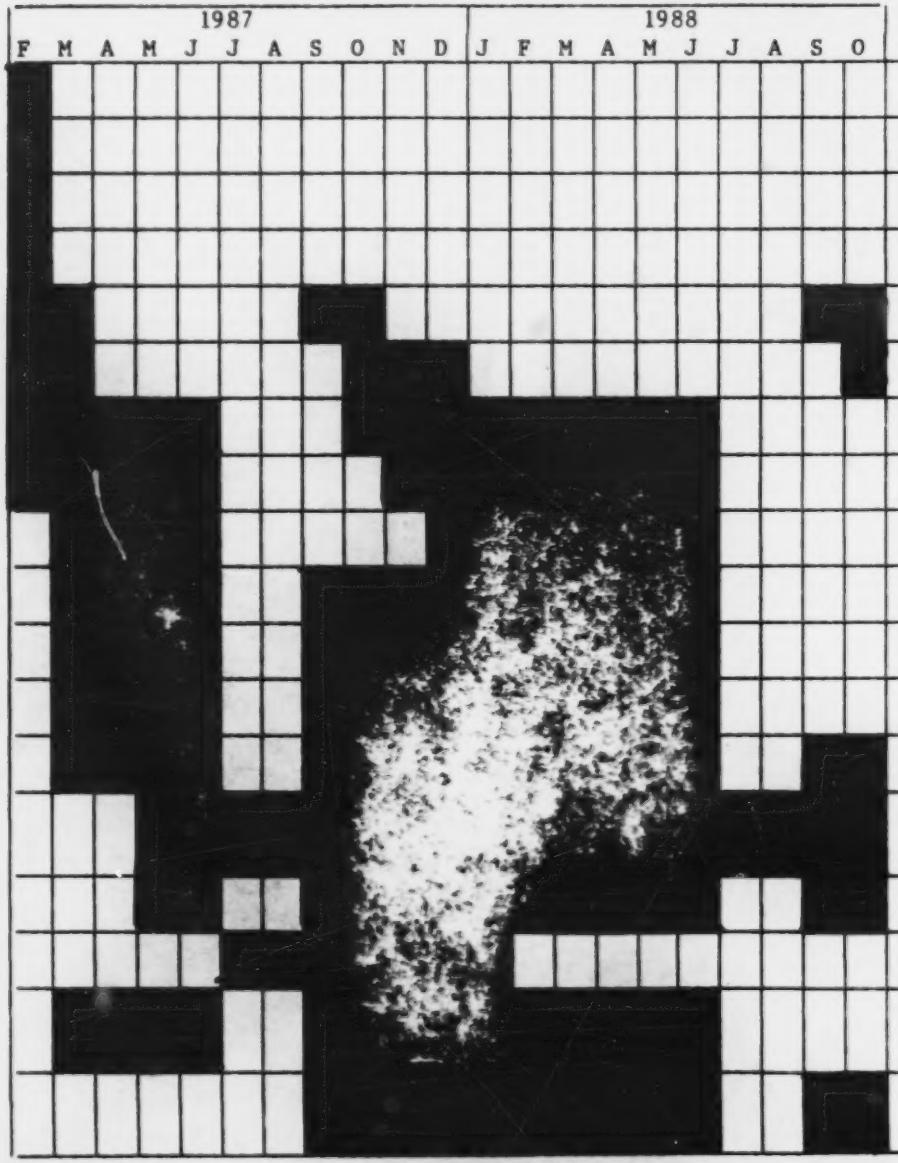
Coordinating the various thrusts and efforts being made towards curricular reform at the colleges as well as District requires considerable vigilance, understanding, and diplomacy. Recognizing that the Laboratory shall urdertake this task, and it is not an easy one, a schedule of activities which is not inclusive is suggested.

THE SCHEDULE

DATE	ACTIVITY
February 1987	Assign Laboratory staff. Set schedule of group meetings. Elect group leader(s). Prioritize "problems." Develop "solutions" or models for resolving problem. Write individual and group objectives.
March) April) May) June)	Do tasks leading to achievement of objectives. Provide periodic written report to interested constituencies. Publish significant Laboratory activities periodically. Provide status report on realization of objectives.
July) August)	Promote instructional development activities involving curricular reform.
September) October) November) December) January 1988)	Provide written status report on realization of objectives. Evaluate staff.
February) March) April) May) June)	Provide written status report on realization of objectives. Publish Title V compliance course classification project.

OBJECTIVE: CORE CURRICULUM DEVELOPMENT LABORATORY TIMELINE

TIME (In Months)



TASKS

1.0 Implementation of Core Curriculum Laboratory

1.1 Assign Laboratory Staff/Conduct Orientation

1.2 Schedule Sub-Committee Meetings

1.3 Elect Group Leaders

2.0 Set Objectives; Evaluate, Review, Revise

2.1 Prioritize "Problems"; Reprioritize

2.2 Develop "Solutions of Models for Resolving Problems

2.3 Write Individual/sub-committee Objectives

3.0 Perform Tasks leading to achievement of Objectives

4.0 Publish Periodic Status Reports

4.1 Distribute to interested constituencies

4.2 Describe Significant Laboratory Activities

4.3 Report Progress of Realizing Objectives

5.0 Promote design/organization of Instructional Development Activities involving Curricular Reform

5.1 Meet with Curriculum Committee/Faculty Senate

6.0 Develop Staff Evaluation Process

7.0 Contribute to the Publishing of Title V Compliance Course Classification Project

8.0 Receive Campus input for On-going planning for the CCDL.

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JUL 10 1987